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| **The Claremont Colleges Services logo** | ***Descriptive Project Title* Invitation** (IRB # \_\_\_\_\_) |

 [Please also insert your IRB ID# in the footer starting on p. 2. Your IRB ID# is assigned as soon as you create your protocol, before completing or submitting it.]

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| **Template Instructions**1. Text with a turquoise background serves one of two purposes. It is either part of the embedded instructions or part of an example. Please remove or replace all such text as you prepare your own form.
2. Replace the form title in header (p. 2 onward) with your ***Descriptive Project Title*** or a shortened version of it.
3. For all instructions, PI = Primary Investigator.
4. You may adjust the font size and font type to suit your audience.
5. **Present all elements of this form in *clear, simple, nontechnical* language.**
	1. **In addition, use language suited for the *age, reading level, and culture* of the subjects you invite**.
	2. A 2016 *Washington Post* article reported, “**50 percent of U.S. adults can’t read a book written at an eighth-grade level.[[1]](#endnote-1)**”
	3. Some agencies and sponsors require that consent forms use language no higher than 8th grade level. Best practices suggest using 6th grade level.
	4. For assent forms for minors, it is even more important to use an appropriate reading level. You should aim for a reading and developmental level appropriate for the least advanced students that might be in your sample.
	5. The section headers are optional for the assent form, and, especially for younger children, it might be better to eliminate them. If you *do* use headers however, please use the ones provided.
6. **DELETE** this instructions box when you are finished preparing the form.
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Would you like to help us with our project by [completing some activity/answering some questions/etc]? Helping with our [or my] project [may/will/will probably] [not] help you, but it will help us learn about \_\_\_\_\_\_\_. You don’t have to help us. It’s your choice. If you decide to help, it will take about [# of m/h/d/w…] of your time. [Completing/answering the activity/ questions/etc] [should/will/may] [not] be dangerous/scary. You should feel about the same as you do when you do normal activities. And remember, you don’t have to help us. If you don’t feel good, you can stop whenever you want.

**Study Leadership:** This is [PI’s First and Last Name]’s project. [PI’s First and Last Name] is a [title and affiliation] at The Claremont Colleges Services.

**Purpose:** [Provide a specific statement of purpose in nontechnical language, e.g., “The purpose of this study is to learn more about…” or “This study is designed to test the idea that…”. Keep the appropriate developmental level in mind. Summarize, in lay language, the scientific, scholarly, clinical, and any other objective(s) of the research. **E.g.,** The purpose… is to “…find out how people make financial decisions under different kinds of stress.” “…learn about the ways that health education influences people’s sexual attitudes and practices.”]

**Eligibility:** To be in this study, you must… [State the specific inclusion/exclusion criteria, **e.g.,** “be a 10th grader at Lincoln High School. …”, “attend the \_\_\_\_\_\_ after school program…” “identify as…”, “get tutored by…” etc.]

**Participation:** During the study, you will be asked to… [Explain specifically, clearly, and in plain language appropriate to the age and education level of the participant pool, **what** subjects will be asked to do and **how long** it will take, **e.g.**: “…complete a questionnaire that will take about 20-30 minutes, asking about your education, work experience, job satisfaction, and family background.” “…come to a laboratory in Claremont for about two hours today, during which you will complete a questionnaire about your current health and your problem-solving style as a child and as an adult; participate in a computerized trading game; and let us draw about two teaspoons of blood from a vein in your arm; then come here again about two weeks from now to repeat most of these activities, which will take about an hour and a half.”]

[**If applicable:** For a survey or interview, one or more **examples of questions** should be included here, **especially** examples of any highly personal or sensitive questions. **If follow-up contact** is expected, be sure to fully describe the expected future contact and participation. If there is a structured **alternative** to participation, such as an alternate activity in a classroom setting or a way to gain comparable ‘extra credit’ with comparable effort, describe the alternative, **for example**: If you would rather not to be in this study, you may instead read a chapter/write a brief report on the subject of …]

**Risks Of Participation:** The risks that you run by taking part in this study are [minimal ***or*** moderate ***or*** substantial.] [Please do not vary from this terminology except to simplify for very young children; note that the IRB may ask you to revise the risk level you specify.] [For young children, use language like what was modeled in the opening paragraph on this form. E.g, “We do/don’t expect helping us with this project to be scary/dangerous...” The risks include… [State as simply as possible what might be risky/scary/dangerous, including any likelihood of physical harm or discomfort, psychological distress, unusual inconvenience, and/or disclosure of possibly damaging personally identified data. Say how the researchers will manage or control the risks. **If any deception will be employed** in conducting the study, include a warning here, e.g.: “This description of the study’s risk level is accurate, but there is one detail about the study that has to be withheld until after you are finished with the questionnaire. We will explain fully at the end, so please do not skip the final page.” Or “We can’t tell you everything about our project until after you help us, but we promise it won’t be…”]

**Benefits Of Participation:** [I **or** We] **do not** expect this project to help you. [If there are potential personal benefits, then remove “do not,” and please explain what the benefits are and indicate how probable/improbable they are. **E.g.**: We hope it will “…help you not to feel sad.” “will making learning math more fun”, “…will provide you information that may help you select a major that is matched to your academic strengths.” **Do NOT** count any compensation you are offering as a benefit—compensation is covered separately below. **Please do NOT** include vague and uncertain subjectivities, such as “you should enjoy the experience,” or “you may learn something about yourself.”] This project will help [PI’s First and Last Name] learn more about [fill in, using simple terms, what you are studying. You may also indicate how the researcher expects to personally benefit from the study, **e.g.**: “…helping me complete my graduate education.” “…enabling us/me to publish the results in a scientific journal.”] The project might also help… [**If applicable**: In simple terms, describe any likely benefits beyond the participant and researcher, i.e. benefits to a specific social group or institution if there is a reasonable and specific expectation of that; and/or to advance knowledge in a specific field of scholarship. Describe the possible social and/or scientific benefits using plain language, not jargon. Do not overstate the potential for impact that attaches to your study—the impact of any individual study is generally modest and is not guaranteed. The purpose of this section is to objectively inform, not to “sell” the study.].

**Compensation:** [State simply, clearly, and briefly that the subject will not be compensated or state what, how, and when the subject will be compensated. E.g., “You will not get any money or other rewards for helping us*.*” or “To thank you for helping us, we will give you/your parents \_\_\_\_\_\_ when you are finished.” or “To thank you for helping us, we will give you/your parents \_\_\_\_\_\_, even if you can’t finish.”]

**Voluntary Participation:** Your mother/father/parents said it’s okay for you to help us, but you don’t have to. It’s your choice.It’s okay if you want to stop because you are scared or uncomfortable. You can stop for any other reason, too. We want your help, but no one will be upset if you don’t want to help, or if you decide to stop.

**Confidentiality:** When I/we finish the project, I/we want to tell others about it. I/we will tell them how you helped me/us, but I/we won’t tell them your name or what answers/activities/etc. are yours. I/we may let people working on other projects see your answers/activities/etc., but I/we won’t tell them that the answers/activities/etc. are yours. [or, “We will not let anyone use your answers/activities/etc. for other projects.” **Under the common rule revisions, you must state one or the other**.] To make sure no one finds out what answers/activities/etc. are yours, we will keep them somewhere safe and private. Only we will be able to see your answers/activities/etc. there. [If developmentally appropriate, describe the **methods** you are using to protect your participants’ confidentiality/anonymity, such as securing data files, using random ID codes or pseudonyms, reporting only averages or other group statistics. If participation will be anonymous—no identifying information such as email, street address, SSN or other official ID number, or combination such as date of birth plus ZIP code, is being collected, so you will not know and it would be very difficult to infer or discover the identity of the person from whom any specific data were collected—replace phrases such as “but I/we won’t tell them your name or what answers/activities/etc. are yours” with “we will not know what answers/activities/etc. are yours” or “they will not know what answers/activities/etc. are yours”.]

[***If applicable***:] **Sponsorship**: [Sponsoring agency or agencies] is/are giving us [money/other resources] for this project. [*Identify all* SPONSORING AGENCIES *(if any) that have provided funding or other resources by name and type of agency if that is not evident from the name,* ***for example****:* the National Institutes of Health. *…*the US Air Force Research Laboratory. *….*the California Endowment, a private not-for-profit foundation. *…* the State of California Department of Education and the California Wellness Foundation. *…*Widget, Inc., a manufacturer of medical devices. *…*the research division of Microsoft.]

**Further Information:** If you have any questions about this project, or if you want to know more about it, you can ask your parent(s) or us/me. If you can’t, or don’t want to, ask me/us in person, you can call me/us or send me/us a message.

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| [PI’s First and Last Name][PI’s phone number][PI’s email address] |  |

TCCS works with a team of people at Claremont Graduate University to make sure each project is as safe as can be for the people helping us. They said this project is okay. You or your parent(s) can also ask them questions. You can call them at 607-9406. Or you can send a message to irb@cgu.edu.

**Assent:** If you sign this paper [or, for online surveys: “If you check the box below”], it means that you have read this and that you want to help with the project. If you don’t want to help with the project, don’t sign this paper [or, “don’t check the box”]. Helping with the project is your choice, and no one will be upset if you don’t sign this paper [or, “don’t check the box”] or if you change your mind later.

Signature of Participant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Printed Name of Participant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[***If Applicable:***] The undersigned researcher has reviewed the information in this consent form with the participant and answered any of his or her questions about the study.

Signature of Researcher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

Printed Name of Researcher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Strauss, V. (2016) Hiding in plain sight: The adult literacy crisis. *The Washington Post.* [*https://www.washingtonpost.com/news/answer-sheet/wp/2016/11/01/hiding-in-plain-sight-the-adult-literacy-crisis/*](https://www.washingtonpost.com/news/answer-sheet/wp/2016/11/01/hiding-in-plain-sight-the-adult-literacy-crisis/) [↑](#endnote-ref-1)